Goals for Today

1. Understand the “big picture” of an effective reading program.
2. Learn important characteristics of reading programs that are aligned with current research.
3. Learn about the purpose, content, and process of FCRR Reports.
4. Learn how to access FCRR Reports and related resources.
Why be concerned with selecting reading programs?

- We have evidence that curriculum matters.
  - Instruction that’s guided by a systematic and explicit curriculum is more effective, particularly with at-risk learners, than instruction that does not have these features.
What is a Core Reading Program (CRP)?

A reading program that is used to help guide both initial and differentiated instruction in the regular classroom. It supports instruction in the broad range of reading skills (phonemic awareness, phonics, fluency, vocabulary, comprehension) required to become a skilled reader. It contains teacher’s manuals with explicit lesson plans, and provides reading and practice materials for students.
Supplemental Instruction

- is instruction that goes beyond that provided by the comprehensive core program because the core program does not provide enough instruction or practice in a key area to meet the needs of the students in a particular classroom or school.
Intervention Instruction

- is provided only to students who are lagging behind their classmates in the development of critical reading skills. This instruction will usually be guided by a specific intervention program that focuses on one or more of the key areas of reading development. This type of instruction is needed by only a relatively small minority of students in a class.

- In some cases, students may need to receive instruction guided by a comprehensive intervention program (addresses all 5 areas of reading) that is specifically designed to meet their specific needs while at the same time accelerating their growth toward grade level reading ability.
Characteristics of Scientifically Based Reading Programs

★ Instructional Content
★ Instructional Design
★ Empirical Evidence
Instructional Content = Ingredients
Instructional Content

- Core elements of scientifically based reading programs include explicit and systematic instruction in the following:
  - phonemic awareness
  - phonics
  - fluency
  - vocabulary
  - comprehension strategies
Reading is a multifaceted skill, gradually acquired over years of instruction and practice.
What is Phonological Awareness?

Most commonly defined as one’s sensitivity to, or explicit awareness of, the phonological structure of words in one’s language (Torgesen, 1998).
Phonological Awareness

1. At the most basic level, phonological awareness involves the ability to identify the individual words within spoken sentences.

2. Next, children become aware of the syllable structure of words like “base-ball” or “fan-tas-tic”.

3. Then children begin to become aware of the individual sounds within syllables, starting first with awareness of the onset-rime structure of all syllables (i.e., c-at, m-an), and ending with awareness of the individual phonemes in words (i.e., c-a-t, m-a-n).
Phonological Awareness

- Words
- Syllables
- Phonemes
  (phonemic awareness)
Phonics

An understanding of the alphabetic principle—the relationship between phonemes and graphemes.
Phonics Research

- Systematic and explicit phonics instruction
  - is more effective than non-systematic or no phonics instruction
  - significantly improves children’s reading comprehension
Phonics Instruction

**Systematic:**
- Systematic instruction establishes what will be taught and the order of instruction building on the knowledge and skills a student must have in order to learn to read.

**Explicit:**
- When instruction is explicit, the words and actions of the teacher are unambiguous, direct, and visible, making it clear what students are to do and learn. Nothing is left to guess work.
Fluency

- The ability to read text
  - quickly
  - accurately
  - with proper expression (prosody)
Fluency Instruction

- Repeated and monitored oral reading improves reading fluency and overall reading achievement.
- Oral reading with feedback
- Provide modeling
- Determine Reading Levels
- Monitor fluency progress
Fluency & Comprehension

- Emphasis should be placed on the meaning of what is being read from the very beginning of reading instruction.

- There is a positive correlation between fluency and comprehension.
Vocabulary

• The knowledge of the meanings and pronunciation of words that are used in oral and written language.
Vocabulary Research

- Can be developed
  - Directly (teach important, difficult, and useful words)
  - Indirectly

- Vocabulary knowledge is strongly related to overall reading comprehension.

- The relationship of vocabulary to reading comprehension gets stronger as reading material becomes more complex and the vocabulary becomes more extensive.
Comprehension

- The ability to make sense of text and monitor for understanding.
Comprehension Strategies

- Monitoring comprehension
- Using graphic and semantic organizers
- Answering questions
- Generating questions
- Recognizing story structure
- Summarizing

Armbruster, Lehr, & Osborn (2001)
Instructional Content = Ingredients
### Characteristics of Scientifically Based Reading Programs

<table>
<thead>
<tr>
<th>✔ Instructional Content</th>
<th>★ Empirical Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>★ Instructional Design</td>
<td></td>
</tr>
</tbody>
</table>
Instructional Design = Recipe
Instructional Design

- Features of well-designed programs include:
  - explicit and systematic instructional strategies
  - coordinated instructional sequences
  - ample practice opportunities
  - aligned student materials
Explicit instruction might include:

- Setting a purpose
- Telling students how to perform the task or strategy
- Telling students when and why to use a particular strategy
Explicit Instruction

1. Teacher Models and Explains
2. Teacher provides Guided Practice
   • Students practice what the teacher modeled and the teacher provides prompts and feedback
3. Teacher provides Supported Application
   • Students apply the skill as the teacher scaffolds instruction
4. Independent Practice
Systematic instruction:

- Carefully planned and thought out
- Prescribed order of introduction of specific skills
- Cumulatively built lessons
Instructional Design

- Scaffolding:
  - Temporary instructional support
  - Scaffolding can be
    Explicit
    Embedded in task
Instructional Design

Instructional routines include a consistent sequence of steps:
1. Presentation of new material
2. Practice new material with teacher guidance
3. Application of new skill by student
Coordinated Instructional Sequences

- Logical skill progression within a component
- Clear and meaningful relationship or linking across five components of reading
Coordinated Instructional Sequences

- **Phonemic Awareness:**
  - Students practice orally segmenting and blending words with /m/

- **Phonics:**
  - Students learn to connect /m/ with the letter m

- **Fluency & Comprehension:**
  - reading word lists that include words that have /m/ and other previously learned letter sounds
  - reading decodable passages (using repeated readings) that include many words with /m/

- **Spelling**
  - spelling words that include /m/ and other letter sounds previously learned
Ample Practice Opportunities

- Practice should follow in a logical relationship with what has just been taught in the program.

- Once skills are internalized, students are provided with opportunities to independently apply previously learned information (e.g., at student learning centers).
Aligned Student Materials

- The content of student materials (texts, activities, homework, manipulatives, etc.) work coherently with classroom instruction to reinforce the acquisition of specific skills in reading.

- Student aligned materials include a rich selection of coordinated student materials at various readability levels to help build skills through practice.
Example of Aligned Student Materials

- If students are taught specific vocabulary words, they should have the opportunity to read materials containing those words, or engage in writing activities that apply those words in sentences or paragraphs.
Scientifically Based Reading Programs

- **Instructional Content**
  - Phonemic Awareness
  - Phonics
  - Fluency
  - Vocabulary
  - Comprehension

- **Instructional Design**
  - Explicit and Systematic Instructional Strategies
  - Coordinated Instructional Sequences
  - Ample Practice Opportunities
  - Aligned Student Materials

Ingredients

Recipe
Delicious Chocolate Cake!
## Characteristics of Scientifically Based Reading Programs

<table>
<thead>
<tr>
<th>Instructional Content</th>
<th>Empirical Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td>★</td>
</tr>
<tr>
<td>✓ Instructional Design</td>
<td></td>
</tr>
</tbody>
</table>

- Instructional Content
- Empirical Evidence
What does “research-based” mean?

- There is a substantial difference between saying something is:

  - **Research-derived**: CONTENT and METHODS are supported by previous empirical work, theory, and general knowledge

  **vs.**

  - **Research-supported**: THIS VERSION has empirical support via appropriate studies
Factors to Consider when Reviewing Articles

- Reporting of Results:
  - Peer-reviewed journals
    - Reviews, empirical, special issues
    - Not all journals created equal
  - Third Party Investigator
  - Publisher Materials
Research?

- Experimental Design
  - Random Assignment
  - Control Group

- Quasi-Experimental Design
  - Control Group (participants not randomly assigned)
    - Participants should be matched on variables such as SES.

- Pre-Post, Single Group Design (this is NOT research)
Method

- Described in detail in order for other researchers to replicate

- Described so readers are not left with relevant questions
Assessment

- Reliable
- Valid
- Match the questions being asked
Is there a place I can turn to that will help me with this?

Look no further!
FCRR Resources

- FCRR Reports
- The Science of Reading
  - Articles
  - Presentations
- Assessment
- Instruction
- Intervention
- Student Center Activities
Interventions for Struggling Readers

Intervention News
Information and Ideas for the Support of Struggling Readers
- Current Issue
- Previous Issues

Supplemental and Intervention Programs
These materials are intended for flexible use as part of differentiated instruction or as interventions that meet student learning needs in specific areas (phonics, fluency, vocabulary, and comprehension). Most students can benefit from the extra practice provided by Supplemental Programs. Other students will need an Intervention Program that guides more intensive instruction.

Tier 3 Intervention Programs
Florida students who have been retained two times in third grade (Tier 3) are in need of instruction that is more intensive, more explicit, more systematic, and more motivating than instruction they have previously received. This section provides lists of programs that have been reviewed by FCRR and may be appropriate to be implemented with these students. There are other programs that may be appropriate for these students but not yet reviewed by FCRR.

Presentations and Publications by FCRR Faculty and Staff about Reading Interventions
This section highlights PowerPoints from recent professional presentations and downloadable .PDF files containing recent publications made by faculty and staff at FCRR
Resources available free to everyone

- To download answers to frequently asked questions regarding reading instruction, go to [http://www.fcrr.org/Curriculum/curriculumInstructionFaq1.htm](http://www.fcrr.org/Curriculum/curriculumInstructionFaq1.htm)

- To download a guidance document on differentiated reading instruction: small group alternative lesson structures, go to [http://www.fcrr.org](http://www.fcrr.org)

- To download a guidance document on Academic Literacy Instruction for Adolescents, go to [http://www.fcrr.org/science/pdf/Academic_Literacy-COI.pdf](http://www.fcrr.org/science/pdf/Academic_Literacy-COI.pdf)
Resources available free to everyone

- FCRR Reports
Purpose of FCRR Reports

- To be a reliable resource for school districts as they make decisions about instructional materials

- To report the alignment of instructional materials to current reading research
## Scientifically Based Reading Programs

<table>
<thead>
<tr>
<th>Instructional Content</th>
<th>Instructional Design</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Phonemic Awareness</td>
<td>- Explicit Instructional Strategies</td>
</tr>
<tr>
<td>- Phonics</td>
<td>- Coordinated Instructional Sequences</td>
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<tr>
<td>- Fluency</td>
<td>- Ample Practice Opportunities</td>
</tr>
<tr>
<td>- Vocabulary</td>
<td>- Aligned Student Materials</td>
</tr>
<tr>
<td>- Comprehension</td>
<td></td>
</tr>
</tbody>
</table>

- Explicit Instructional Strategies
- Coordinated Instructional Sequences
- Ample Practice Opportunities
- Aligned Student Materials
Types of FCRR Reports

- Reading Programs
  - Core
  - Supplemental/Intervention
  - Middle and High School
  - Professional Development
Content of FCRR Reports

1. Description
2. Alignment with Current Research
3. Review of Empirical Research
4. Strengths and Weaknesses
5. Florida districts that implement the program
6. Program’s website link
7. References
Content of FCRR Reports

1. Description
   - Type of program: who, what, where, why
   - Materials
   - Instructional Design
   - Lesson Format
   - Assessment
Content of FCRR Reports

2. Alignment with Current Research
   - How each component is addressed
   - Explicit and Systematic
   - Ample practice opportunities
   - Professional development
   - Use this as a “teaching tool” for our readers
   - Describe specific weaknesses or concerns
Content of FCRR Reports

3. Review of Research
   - Empirical Research Summaries
4. Strengths and Weaknesses
5. Florida districts that implement the program
6. Program’s website link
7. References
Content of FCRR Reports

- Is
  - Informational

- Should NOT be construed as an
  - Advertisement
  - Endorsement
  - “Approved” product
Process for FCRR Reports

- Florida School districts request a review.
- A comprehensive review of teacher and student materials is conducted.
- A thorough literature review is conducted and all available research is gathered. This research is analyzed and succinctly summarized.
Process for FCRR Reports

- More information is gathered through
  - observations of the program in classrooms.
  - conference calls with principals and teachers who use the program.
  - meetings with the author/publisher.
  - the program’s website.
Process for FCRR Reports

- Collaborative effort by a review team with one team member taking the lead for each program.
  - Report is written
  - Team feedback
  - Dr. Torgesen’s feedback
  - Author/Publisher feedback
  - Revisions
  - Posted
FCRR Reports

The Florida Center for Reading Research (FCRR) has established a review process for analyzing reading curricula and materials available for use in Florida. Please read the reports carefully. We have organized them such that a single report may be located under more than one category. You may also view an Alphabetized Summary Table of FCRR Reports.

New Reports
- Critical Reading Series
- Reading Fluency
- Kindergarten Peer-Assisted Literacy Strategies (K-PALS)
- PDA-ESE Differentiating Reading Instruction for Students: Making It Explicit
- Phonics for Reading

Frequently Asked Questions About FCRR Reports

This section contains a list of frequently asked questions and answers concerning FCRR Reports.

Guidelines for Reviewing Reading and Professional Development Programs

This section contains important information for school districts to consider when making decisions about instructional and professional development programs. School districts are encouraged to conduct their own reviews to determine whether or not reading programs are aligned with current reading research. Here you will find FCRR Guidelines for reviewing Core Reading Programs, Intervention Programs, Grades 4-12 Programs, and Professional Development Programs.

Tier 3 Intervention Programs

Florida students who have been retained two times in third grade (Tier 3) are in need of instruction that is more intensive, more explicit, more systematic, and more motivating than instruction they have previously received. This section provides lists of programs that have been reviewed by FCRR and may be appropriate to be implemented with these students. There are other programs that may be appropriate for these students but not yet reviewed by FCRR.
FCRR Reports

Important Note
FCRR Reports are prepared in response to requests from Florida school districts for review of specific reading programs. The reports are intended to be a source of information about programs that will help teachers, principals, and district personnel in their choice of materials that can be used by skilled teachers to provide effective instruction. In addition to describing programs and their use, these reports provide information on the extent to which their content, organization, and instructional strategies are consistent with scientifically based research in reading. Whether or not a program has been reviewed does not constitute endorsement or lack of endorsement by FCRR. The programs for which reports are available do not constitute an “approved” or “required” list, since many potentially useful programs have not yet been reviewed.

Core Reading Programs
A Comprehensive Reading Program is intended to be the initial instructional tool used to guide high quality instruction in K-3 classrooms.

Supplemental and Intervention Programs
These materials are intended for flexible use as part of differentiated instruction or as interventions that meet student learning needs in specific areas (phonemic awareness, phonics, fluency, vocabulary, and comprehension). Most students can benefit from the extra practice provided by Supplemental Programs. Other students will need an Intervention Program that guides more intensive instruction.

Technology-Based Programs
These core, supplemental, or intervention programs include the use of technology to support instruction.

Programs that may be Implemented by Tutors or Mentors
These materials may be appropriate for Volunteers (Tutors or Mentors) to implement. It is important to note that training and supervision are critical components for successful student outcomes.

Intervention and Remedial Programs for Students Above Third Grade
These materials can be used to guide instruction for students who are lagging behind in reading.

Pre-Kindergarten Programs
These materials are intended to support literacy instruction for children in Pre-K.
Summary Table for FCRR Reports
Supplemental and Intervention Programs

Important Note: FCRR Reports are prepared in response to requests from Florida school districts for review of specific reading programs. The reports are intended to be a source of information about programs that will help teachers, principals, and district personnel in their choice of materials that can be used by skilled teachers to provide effective instruction. In addition to describing programs and their use, these reports provide information on the extent to which their content, organization, and instructional strategies are consistent with scientifically based research in reading. Whether or not a program has been reviewed does not constitute endorsement or lack of endorsement by the FCRR. The programs for which reports are available do not constitute an “approved” or “required” list, since many potentially useful programs have not yet been reviewed.

Specific information can be found at the bottom of the table or by rolling the mouse over each category within the table.

<table>
<thead>
<tr>
<th>Program</th>
<th>Type of Program Reviewed</th>
<th>Grade Reviewed</th>
<th>Reading Component</th>
<th>Notes</th>
</tr>
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<tbody>
<tr>
<td>Academy of Reading</td>
<td>2, 3, 5</td>
<td>3-12</td>
<td>++ ++ ++ + +</td>
<td>a, b, d</td>
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<td>Accelerated Literacy Learning (A.L.L.)</td>
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<td>1</td>
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<td>Classworks</td>
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<td>m</td>
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<td>Compass Learning Odyssey Reading</td>
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<tr>
<td>Comprehension Plus</td>
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<td>1-6</td>
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<td>4-12</td>
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<td>Destination Reading</td>
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<td>Discover Intensive Phonics for Yourself</td>
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<td>K-12+</td>
<td>++ +++ n/a + n/a</td>
<td>a, b, c, d, h</td>
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<td>Early Success</td>
<td>2</td>
<td>1-2</td>
<td>++ +++ +++ +++</td>
<td>m</td>
</tr>
<tr>
<td>Earobics</td>
<td>2, 3</td>
<td>K-3</td>
<td>+++ +++ +++ +++</td>
<td>a, b, c, d</td>
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<tr>
<td>Elements of Reading, Comprehension</td>
<td>2</td>
<td>K-3</td>
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<td>c, k</td>
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<tr>
<td>Elements of Reading, Fluency</td>
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<td>1-3</td>
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<td>Elements of Reading, Phonics and Phonemic Awareness</td>
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<td>K-2</td>
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<td>Elements of Reading, Vocabulary</td>
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<td>K-3</td>
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<td>Essential Learning Systems</td>
<td>2, 3</td>
<td>2-12+</td>
<td>+ + + + + +</td>
<td>e</td>
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<td>Failure Free Reading</td>
<td>2, 3, 4, 5</td>
<td>1-12</td>
<td>n/a n/a ++ ++</td>
<td>c, d</td>
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<tr>
<td>Fast Forword Language</td>
<td>2, 3, 5</td>
<td>K-12</td>
<td>+++ n/a n/a + +</td>
<td>f</td>
</tr>
</tbody>
</table>

Key

Type of Program
1 = Core Reading Program
2 = Supplemental or Intervention Program
Key to Summary Table of FCRR Reports

**Type of Program**
1 = Core Reading Program
2 = Supplemental or Intervention Program
3 = Technology-Based Program
4 = Program that may be implemented by a tutor or mentor
5 = Intervention or Remedial Program for students above third grade
6 = Professional Development Program
7 = Pre-Kindergarten Program

+ = few aspects of this component taught and/or practiced
++ = most aspects of this component taught and/or practiced
++++ = all aspects of this component taught and/or practiced
n/a = Not Addressed in this program and/or not a goal of this program.
Notes on Summary Table of FCRR Reports

<table>
<thead>
<tr>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. explicit</td>
</tr>
<tr>
<td>b. systematic</td>
</tr>
<tr>
<td>c. student materials aligned</td>
</tr>
<tr>
<td>d. ample practice opportunities provided</td>
</tr>
<tr>
<td>e. practice only</td>
</tr>
<tr>
<td>f. oral language only</td>
</tr>
<tr>
<td>g. phonemic awareness and phonics program</td>
</tr>
<tr>
<td>h. phonics program</td>
</tr>
<tr>
<td>i. fluency program</td>
</tr>
<tr>
<td>j. vocabulary program</td>
</tr>
<tr>
<td>k. comprehension program</td>
</tr>
<tr>
<td>l. extensive professional development required</td>
</tr>
<tr>
<td>m. expertise required to make informed curriculum decisions</td>
</tr>
<tr>
<td>n. extensive organization of materials required</td>
</tr>
<tr>
<td>o. school-wide implementation required</td>
</tr>
</tbody>
</table>
Guidelines for Reviewing Reading Programs

What do I do if I want to know about a program that FCRR has not reviewed yet?

- Our Guidelines are posted for your use.
FCRR Reports

The Florida Center for Reading Research (FCRR) has established a review process for analyzing reading curricula and materials available for use in Florida. Please read the reports carefully. We have organized them such that a single report may be located under more than one category. You may also view an Alphabetized Index of FCRR Reports.

New Reports
- Fluency Formula
- 100 Book Challenge
- Timed Readings
- Beacon Educator Reading: Assessment
- Critical Reading Series

Frequently Asked Questions About FCRR Reports
This section contains a list of frequently asked questions and answers concerning FCRR Reports.

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Tier 3 Intervention Programs
Florida students who have been retained two times in third grade (Tier 3) are in
Guidelines for Reviewing Reading and Professional Development Programs

Components of Effective Reading Programs
This document contains sections B and C from the Reading First Guidance document prepared to assist school districts in Florida to apply for grants under the Reading First Program. A substantial amount of its content is taken directly from the guidance prepared by the United States Department of Education for states.

Guidelines for Reviewing A Reading Program

Guidelines for Reviewing A Professional Development Program in Reading

Glossary of Reading Terms
Bolded words in each set of Guidelines are defined in this Glossary of Reading Terms.

Empirical Research Criteria for FCRR Reports
This document provides a framework of factors that are considered by the Curriculum and Instruction Team at FCRR when reviewing research studies related to different programs.
Guidelines for Reviewing a Reading Program
Guidelines for Reviewing a Reading Program *(Guidelines)*

<table>
<thead>
<tr>
<th>INSTRUCTIONAL DESIGN (ID)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>S/I</th>
<th>Comments (e.g., specific examples, strengths, concerns, questions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Is there empirical research on the efficacy of this program?</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>*</td>
</tr>
<tr>
<td>2 Are there resources available to help the teacher understand the rationale for the instructional approach and strategies utilized in the program (e.g., articles, explanations in the teacher manuals, references, and reliable websites)?</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>*</td>
</tr>
<tr>
<td>3 Does the comprehensive program address the 5 components of reading (phonological/phonemic awareness, phonics, fluency, vocabulary, comprehension)?</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
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</table>
## Guidelines

### PHONEMIC AWARENESS INSTRUCTION (PA)

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>19</strong> Do activities follow the continuum of word types (beginning with short words that contain 2 or 3 phonemes)?</td>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td><strong>20</strong> Does instruction include the use of physical representations (e.g., clapping, Elkonin boxes with markers, counters, tiles, fingers, and auditory cues) to help students make the connection between sounds and print (the alphabetic principle)?</td>
<td></td>
<td>•</td>
<td>•</td>
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<tr>
<td><strong>21</strong> When auditory PA activities are at the phoneme level, do students engage in activities that target the first sound in words and then move to the last sound in words and finally focus on the middle sound in words?</td>
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<tr>
<td><strong>22</strong> Are there auditory blending activities at the phoneme level?</td>
<td>•</td>
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</tbody>
</table>
Framework Questions

- Instruction is explicit
- Instruction is systematic
- Instruction includes coordinated instructional sequences and routines
- Instruction is scaffolded
- Instruction includes cumulative review
- Assessments are included to measure and monitor progress
Why do we need Guidelines?

- Existence of multiple reading programs
- Assistance needed by schools in determining selection/adoptions criteria
- Connection of research to practice
Professional Development (PD) available to accompany the *Guidelines*

- The Curriculum and Instruction team at FCRR has developed a PD to assist others who wish to review reading programs on their own.
Review Process

- Organize Materials
- Preview Materials
- Scope and Sequence
- Instructional Approach
- Sample Lessons
- Review Entire Program
Resources available free to everyone

- Independent Student Center Activities K-3
Student Center Activities, Grades K-1

Introduction
During the Spring 2004 Florida Reading First school site visits, staff from the Florida Center for Reading Research (FCRR) determined that teachers may benefit from classroom materials that would be immediately useful in implementing independent student center activities.

During 2004-2005, a team of teachers at FCRR collected ideas and created materials for use in kindergarten and first grade classrooms.

There are three books:
1. Phonological Awareness and Phonics Student Center Activities
2. Fluency, Vocabulary, and Comprehension Student Center Activities
3. Teacher Resource Guide

The first two books contain Activity Plans and Activity Masters that are ready for immediate use in classrooms. The third book is an informative guide offering important insight on differentiated instruction and how to use the student center materials. The Teacher Resource Guide and the two activity books have been distributed to all Reading First kindergarten and first grade teachers in Florida. In 2005-2006, similar materials for second and third grade classrooms will be developed.

In addition, there is an accompanying Professional Development DVD. The DVD explains how to prepare and implement student centers and provides specific details about the activities. Click here to access the Professional Development DVD.

When considering Florida’s formula, $5 + 3 + ii + iii = No Child Left Behind$, please note that each instructional component is covered in the student center activities books. In addition, the activities will directly support your efforts to provide effective initial instruction, because they will help you to provide differentiated instruction to meet the needs of every child.

Accessing Activities
The K-1 activities are posted below as PDF files. Some of the activity files have been divided into parts (i.e., Part 1 and Part 2) to make them easier to access. The individual Activity Plans, Masters, and Student Sheets can be printed by choosing the pages or page range desired. Activities can also be printed by reading component in their entirety. Please be aware that some of these files are quite large; for example, Phonics has 485 pages.

Activities will pop-up in a new browser window. Be aware that sometimes the activities will open behind your current browser or that some pop-up blockers will not allow access.
Student Center Activities

- Activity Plans and Activity Masters
  - Phonological Awareness & Phonics (Book 1)
  - Fluency, Vocabulary, and Comprehension (Book 2)

- Teacher Resource Guide (Book 3)

- Professional Development on a DVD
Objective
The student will match initial sounds in words.

Materials
- Set of matching initial sound picture cards (Activity Master PA.032.AM1a - PA.032.AM1e)
  - Cut all cards apart.
- $\mathbb{S}$ card (Activity Master PA.032.AM2)
  - Make two copies.
- Pocket chart
- Paper
- Crayons

Activity
Students place the $\mathbb{S}$ card over the picture that does not share the same initial sound.
1. Display the set of picture cards on the pocket chart in groups of three. (Each row will have two pictures with matching initial sounds and one odd.)
2. The student states the names of the pictures in a given row and determines each initial sound.
3. Places the $\mathbb{S}$ card over the picture that does not have the same initial sound as the other two cards.
4. Illustrates five pairs of the matching initial sound pictures.
5. Teacher evaluation

Extensions and Adaptations
- Use medial or final sounds (Activity Masters PLSC.M.1 - PLSC.M.13 and PLSC.R1 - PLSC.R16).
Phonological Awareness

One Card Out

house, zebra, helicopter, lion, lizard, goat
Objective
The student will produce the meaning of words.

Materials
- Four Square Vocabulary Map student sheet (Activity Master V.015.5S)
- Writer's corner words
- Index card
  - Write the target word on the index card.
- Science or Social Studies text
- Child-friendly dictionaries
- Pencils

Activity
Students use a "four square map" to describe a target word.
1. Place picture dictionaries and target word at the center. Provide the student with a
   student sheet.
2. Student writes the target word (and draws an illustration) in the upper left-hand section
   of their maps.
3. Fill out a map by answering the questions in each box. Uses text or dictionary
   if necessary.
4. Teacher evaluation

Extensions and Adaptations
- Use other word maps (Activity Master V.015.AM1)
Book One

Second and Third Grade
Student Center Activities

Phonemic Awareness
and
Phonics
Objective

The student will manipulate phonemes in words.

Materials

- Header picture cards (Activity Master PA.022.AM1)
  Note: The head of the shark denotes the beginning sound, the body of the shark with fin denotes the middle sound, and the tail denotes the final sound.
- Set of picture cards (Activity Master PA.022.AM2a - PA.022.AM2d)

Activity

Students will sort pictures by location of phoneme substitution.
1. Place header picture cards face up on flat surface. Shuffle the picture cards and place face down in a stack.
2. Taking turns, students select a card from the stack, name the two pictures ("cap" and "cup").
3. Determine the phoneme that has changed between the two pictures (e.g., ". . . the middle sound has changed from /a/ to /u/").
4. Place picture card under the header that matches the position of the changed phoneme (e.g., under the body of the shark to indicate the medial phoneme).
5. Continue until all cards have been sorted.
6. Peer evaluation

Extensions and Adaptations

- Make more phoneme substitution picture cards.
INITIAL: lap, cap, pan, fan, rug, bug, bed, head, pen, ten, bell, shell, pin, fin, hat, cat
**Objective**
The student will segment syllables in words.

**Materials**
- Syllable Snake game board (Activity Master P031.AM1a - P031.AM1b)
- Word cards (Activity Master P031.AM2a - P031.AM2e)
  Write the number of syllables on the back of the word cards.
- Game pieces (e.g., counters)

**Activity**
Students count syllables in words by playing a game.
1. Place game board and stack of word cards face up on a flat surface.
2. Students place game pieces at START on the game board.
3. Taking turns, students pick the top card and read the word.
4. Say the word again segmenting it by syllables. Count and state the number of syllables.
5. Check the back of the card for the number of syllables. If correct, move game piece the same number of spaces on game board as the number of syllables in the word. If incorrect, leave game piece where it is and next student takes turn.
   Word cards are placed at the bottom of the stack to be used again.
6. Game continues until all students reach the end of the game board.
7. Peer evaluation

"Microwave, mi-cro-wave. That's three syllables."

**Extensions and Adaptations**
- Make other word cards to use in game.
Phonics

Syllable Snake

START
Book Two

Second and Third Grade
Student Center Activities

Fluency
Vocabulary
Comprehension
Objective
The student will read with proper phrasing, intonation, and expression in chunked text.

Materials
- Chunked passage (Activity Master F.017.AM1)
  - Make two copies and laminate.
- Original passage (Activity Master F.017.AM2)
  - Make two copies and laminate.

Activity
Students read text which has been divided into meaningful chunks, then reread it fluently without the slash marks.
1. Rank students by reading ability from highest performing to lowest performing. Split the class in half and pair the top ranked low-performing student with the top ranked high-performing student. Continue pairing in that order.
2. Provide each student with a copy of the passage.
3. Working together, student one (higher performing student) reads the entire passage with intonation and expression while pausing briefly between chunks (or phrases) as denoted by slash marks.
4. Student two (lower performing student) then reads the passage with intonation and expression while pausing briefly between chunks (or phrases) as denoted by slash marks.
5. Student one reads the passage without the slash marks using proper phrasing, intonation, and expression.
6. Student two reads the passage without the slash marks using proper phrasing, intonation, and expression.
7. Peer evaluation

Extensions and Adaptations
- Chunk and read other passages according to instructional-independent reading level range.
- Repeat using a timer.
A Day at the Zoo

One day at the zoo, / Pam and her mother / bought a red balloon. //
Pam held onto the balloon / by its string. // She enjoyed watching / it bounce / in the wind. // As Pam’s mom paid / for their hotdogs, / Pam’s balloon slipped / out of her hand. //

Pam ran after the balloon. // The balloon kept floating / higher and higher. // Finally, / Pam looked around / and her mother / was no where to be found. // She yelled, / “Mom, Mom!” // But there was no answer. //

Pam saw a police officer / and told him / what had happened. // The police officer / took Pam / to the hotdog stand. // She ran up / and hugged her mom. // Her mom told her / never to run off / like that again. // Pam told her mother / that she would tie / the string of the balloon / to her wrist next time. //
**Objective**

The student will identify words to complete analogies.

**Materials**

- Analogy Basketball hoops (Activity Master V.028.AM1)
  - Make two copies and laminate.
- Analogy Basketball cards (Activity Master V.028.AM2a - V.028.AM2b)
  - Answers are provided on the card with word underlined.

**Activity**

Students complete analogies by playing a basketball game.
1. Place two basketball hoops at the center. Place analogy basketball cards face down in a stack.
2. Taking turns, student one draws the top card from the stack and reads the phrase and answer choices to student two (e.g., dog is to mammal as eagle is to _____, bird or book).
3. Student two chooses one of the words to fill in the blank and repeats the phrase with the answer (i.e., dog is to mammal as eagle is to bird).
4. If correct, student one gives the card to student two who places it on his hoop. If incorrect, the card is placed at the bottom of the stack.
5. Reverse roles.
6. Continue until all basketball analogies are completed.
7. Peer evaluation

**Extensions and Adaptations**

- Make other analogy basketball cards (Activity Master V.028.AM3).
<table>
<thead>
<tr>
<th>night is to day as on is to ____ ride or off</th>
<th>minute is to hour as penny is to ____ dollar or month</th>
</tr>
</thead>
<tbody>
<tr>
<td>dog is to mammal as eagle is to ____ bird or book</td>
<td>mat is to mate as rat is to ____ mouse or rate</td>
</tr>
<tr>
<td>refrigerator is to cold as stove is to ____ hot or white</td>
<td>tail is to cat as fin is to ____ fish or dog</td>
</tr>
<tr>
<td>milk is to cow as eggs are to ____ horses or chicken</td>
<td>December is to winter as July is to ____ summer or rain</td>
</tr>
</tbody>
</table>
Objective
The student will answer questions to comprehend text.

Materials
- Narrative or expository text
  Choose text within students' instructional-independent reading level range.
- Question cube (Activity Master C.027.AM1)

Activity
Students discuss text by using a question cube.
1. Place text and question cube at the center. Provide each student with a student sheet.
2. Taking turns, the students read entire text aloud.
3. Roll the question cube, read the question, and answer it based on the text.
4. Discuss answer with partner.
5. Continue the activity until all the questions are answered at least once.
6. Peer evaluation

Extensions and Adaptations
- Record answers (Activity Master C.027.SS).
- Make other cubes with different questions (Activity Master C.027.AM2).
Comprehension

Read and Ask

- Just read. What did you just read?
- Summarize what you just read.

How does what you just read relate to your own life?

Discuss any words that you may not have known.

What do you think is going to happen next?

Based on what you read, what are you curious or interested in knowing more about?

Did you understand what you just read? Why or why not?

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2-3 Students' Center Activities: Comprehension
Curriculum & Instructional Projects Team

Joe Torgesen, Ph.D.
Marcia L. Kosanovich, Ph.D.
Michelle Wahl, M.S.
Mary VanSciver, M.S.
Georgia Jordan, M.S.
Lila Rissman, M.S.
Elissa Arndt, M.S., CCC-SLP
The greatest danger for most of us is not that our aim is too high and we miss it, but that it is too low and we reach it.

Michelangelo
Thank You

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